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| **W**here is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? | The students will come to understand that Ancient Greece was a community that contributed much to communities throughout time, including their own. The students will work in groups to produce a culminating project of a tri-fold board, a newspaper, or a news broadcast discussing what they have learned about Ancient Greek society. The project and presentation will be assessed based on a rubric that we will create together, as a class. Students will also assess each other on their participation in the group. I will arrange for the final products to be displayed in the library, giving the students an authentic audience to create their product for. |

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| **H**ook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. | One hook that I will use to engage the students is I will have them look at the website: <http://www.ancientgreece.co.uk/athens/explore/exp_set.html>  This website is an interactive map of Athens that describes what happens at each place. I think this will engage students because they will see how Athens was different and maybe alike a current city. It will also allow students to get a very brief view into daily life in Athens, which they will explore further on their own.  Another hook I will use is pictures of different types of pottery. As a class we will discuss the differences in the pottery and what they have been used for. We will also discuss if there are differences in the pottery from different city-states within Ancient Greece. |

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| **E**xplore & **E**quip. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads & hunches, research & test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills & knowledge. Have them experience the ideas to make them real. | The unit will include a number of mini-lessons to equip students with the necessary skills to gain the information they need in order to generate their culminating piece. Mini-lessons included will be on primary sources vs. secondary sources, note taking – including the use of graphic organizers, how to locate useful information in texts, how to give helpful feedback and participate in peer reviews/conferences, etc. |

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| **R**ethink & revise. Dig deeper into ideas at issue. Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, & discussion. | The students will be working in groups so they will be discussing with their fellow students about what they are discovering in their research and help each other figure out if what they are finding relates to the topic and project. Students will also be journaling about what they are learning. I will review the journals to determine if students are obtaining meaning from their lessons and research. In addition, the class will hold whole class discussions to check in with everybody at one time and so students can see how other groups are progressing, and possibly pick up some tips. Lastly, students will participate in peer-to-peer review before they submit their final products. |

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| **E**valuate understanding. Reveal what has been understood through final performances & products. Involve students in a final self-assessment to identify remaining questions and set future goals, | Students understanding will be assessed using both formative and summative assessments such as discussions, journaling, and submission of notes throughout the unit. Students and teacher will create a rubric together for the final project and students will be expected to grade themselves and their group members based on the rubric. We will have a final class discussion after the presentations to see what students have learned, what they enjoyed or didn’t enjoy, and to see what, if any, further instruction needs to be conducted. |

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| **T**ailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. | The students will be given three possibilities to choose from for their final product, as well as be allowed to choose their own groups. Students will be given written instructions as well as oral, giving them the opportunity to ask for clarification as needed. After the mini-lessons are presented, I will observe the students working independently and conduct further instruction as needed. |

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| **O**rganize and sequence the learning for maximal engagement and effectiveness, given the desired results. | Throughout the unit, I will be presenting mini-lessons based on skills that will be useful for students to obtain and organize the information the need in order to complete the final project. Students will be required to submit proof of progress at various points along the way to ensure that they are moving forward toward the culminating project. Students will present their work at the end of the unit. |